# Living Educational Theory Research CPD: developing equity, empowerment, and enhanced meaningfulness in educational research and practice

A workshop presentation

Marie Huxtable & Jack Whitehead

2024 Transformative Educational
Research Conference, 19-20 October,
Online.

## **Abstract**

- The workshop will focus on enabling participants of the 4<sup>th</sup> TERSD Conference 2024 to develop their knowledge, understanding and practice of a Living Educational Theory Research approach to CPD in order to improve what they are doing as professional practitioners working in Higher Education to:
- Enhance their educational influence in:
  - The learning of the social formation, which is the context of their practice, to realise its raisons
    d'etre with values of human flourishing,
  - The learning of those who comprise it, and,
  - Their own learning to improve their values-led practice and research and help others do so too.
- "Contribute to the development of education that is transformative, that transforms people who can transform societies and build a better future." – a future where people, as individuals and collectives, learn to live humanely, satisfying, productive and worthwhile lives and help others to learn to do so too, and contribute to Humanity flourishing as a benign presence in the world.

# Complex ecologies which form the context of the workshop

#### 4<sup>th</sup> TERSD Conference, 2024

Transformative Educational Research and Sustainable Development (TERSD) is a scholarly forum that aims to conceive, enact, and flourish the depth and scope of transformative capabilities, collaboration, embodied practice and praxis in education and research. <a href="https://tersd.unesa.ac.id/">https://tersd.unesa.ac.id/</a>

**UN Resolution** adopted by the General Assembly on 25 September 2015. <a href="https://sdgs.un.org/2030agenda">https://sdgs.un.org/2030agenda</a> & **UNESCO 2021 report**, Reimagining Our Futures Together: A new social contract for education. United Nations Educational, Scientific and Cultural Organization. <a href="https://www.unesco.org/en/futures-education">https://www.unesco.org/en/futures-education</a>

The report proposes a new social contract for education — one that aims to rebuild our relationships with each other, with the planet, and with technology. (foreword, p.v)

MCU (2020) Magna Charta Universitatum. <a href="https://www.magna-charta.org/">https://www.magna-charta.org/</a>

The Dublin Declaration (2022) The European Declaration on Global Education to 2050. https://www.gene.eu/ge2050-congress

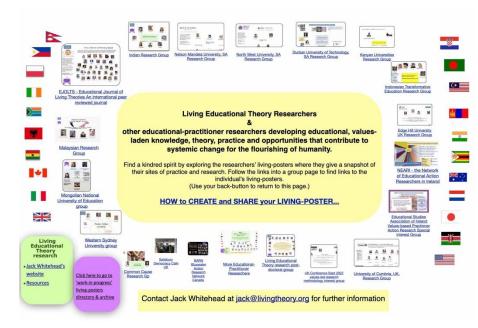
## Best way to learn about Living Educational Theory Research as transformative CPD is to start doing it!

- 1. What is the context of your practice? (Organisation, country, culture etc)
- 2. What is your practice and what does it entail?
- 3. Why is it important to you?

Many have found it helpful to begin by creating a 'living poster':

Pictures and a few words to summarise your practice, the context of your practice... organisation/culture, country..., what is motivating you, what gives your practice meaning and purpose, what difference you want to make... your experiences, publications... your research questions...

https://actionresearch.net/



Example Indonesian group

https://www.actionresearch.net/writings/posters/indonesiangp23.pdf

Example Durban University of Technology, South Africa <a href="https://www.actionresearch.net/writings/posters/dut23.pdf">https://www.actionresearch.net/writings/posters/dut23.pdf</a>

# A professional development programme that is transformational, develops equity, empowerment, and enhances meaningfulness in educational research and practice should enable a professional practitioner to:

Understand and improve their practice and contribute to the global growth of educational knowledge for the benefit of all.

A few questions to get you going:

- What makes you feel you are doing something worthwhile?
- What data do you have, or can collect, and analyse which will help you:
  - Clarify, and challenge, your embodied values, which will form your evaluative standards and
    explanatory principles in explanations for the educational influence your practice is having in the
    learning of the social formation and those who comprise it to realise its raisons d'être with values of
    human flourishing
  - Understand your practice
  - Recognise where you are, unintentionally, a living-contradiction?
  - Formulate an idea of how you might improve your practice
- What is your research question? (which is related to the difference you want to make)
- What data have you, or will collect, to help you create an answer to your question?
- How will you validate your knowledge-claims?

# Why Living Educational Theory Research CPD?

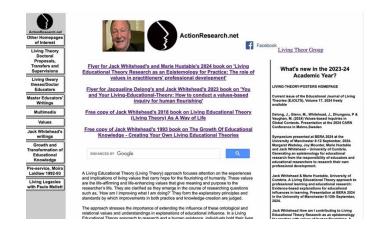
Living Educational Theory Research is:

- a globally well-established distinct paradigm and methodology.
- a form of professional practitioner educational research

Professional practitioners engage in Living Educational Theory Research continually to realise their professional responsibilities to:

- hold themselves to account for their practice and
- contribute the values-laden knowledge they generate in the process to a global knowledgebase for the benefit of all

https://actionresearch.net/ - doctorates, masters, papers



Extensive archive of Educational Journal of Living Theories - <a href="https://ejolts.net/">https://ejolts.net/</a>



### What now?

Contribute to, and develop, educational conversations for the flourishing of Humanity with others and contribute to the global growth of educational knowledge with values of human flourishing by:

- Creating and submitting a paper to EJOLTs <a href="https://ejolts.net/">https://ejolts.net/</a>
- Creating and making public your livingposter<a href="https://www.actionresearch.net/writings/posters/homepage2">https://www.actionresearch.net/writings/posters/homepage2</a>
   021.pdf
- Finding 'critical friends' to help you test the validity of your knowledge-claims and maintain the momentum

## A few references

- Boyd, P., Szplit, A. & Zbróg, Z. (Eds) (2022). *Developing teachers' research literacy: International Perspectives*. Wydawnictwo LIBRON Filip Lohner.
- Dublin Declaration (2022) The European Declaration on Global Education to 2050. Retrieved from <a href="https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/64835ed41b579f3ca762f2ac/1686331105060/GE2050-declaration.pdf">https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/64835ed41b579f3ca762f2ac/1686331105060/GE2050-declaration.pdf</a>
- Huxtable, M. (2012) How do I Evolve Living-Educational-Theory Praxis in Living-boundaries? PhD, University of Bath.
- Huxtable, M. & Whitehead, J. (2022) How can the living-educational-theories of Teacher Educators promote teaching and learning for an inclusive, interconnected world? Presented at ATEE 2022 Winter Conference.
- MCU (2020) Magna Charta Universitatum. Retrieved from <a href="https://www.magna-charta.org/">https://www.magna-charta.org/</a>
- Shaik-Abdullah, S., Noor, M. S. A. M. & Whitehead, J. (2023) Delving into Living Educational Theory (LET) research: A conversation with Jack Whitehead. *Malaysian Journal of Action Research*, 1(1). 11-22.
- UNESCO (2021) Report from the international commission on the futures of education Reimagining Our Futures Together: A new social contract for education. United Nations Educational, Scientific and Cultural Organization. Retrieved from <a href="https://www.unesco.org/en/futures-education">https://www.unesco.org/en/futures-education</a>
- Whitehead, J. (1989) Creating a living educational theory from questions of the kind, "How do I improve my practice?'. *Cambridge Journal of Education*, 19(1), 41-52.
- Whitehead, J. (2010) *Meanings of Empathetic Resonance and Validity in Visual Narratives: A passion for compassion and loving what we are doing.* Retrieved from <a href="https://actionresearch.net/writings/jack/jwempatheticresonancepaperopt.pdf">https://actionresearch.net/writings/jack/jwempatheticresonancepaperopt.pdf</a>
- Whitehead, J. (2019) Creating a living-educational-theory from questions of the kind, 'how do I improve my practice?' 30 years on with Living Theory research. *Educational Journal of Living Theories*, 14(2), 1-19.
- Whitehead, J. (2024) International Teaching and Learning and Technology Enhanced Learning with a Living Educational Theory Research Approach to Professional Development. A Visiting Professor presentation at the Solstice/CLT Conference on the 12-13th June 2024 at Edge Hill University. Retrieved from <a href="https://www.actionresearch.net/writings/jack/jwedgehill070624.pdf">https://www.actionresearch.net/writings/jack/jwedgehill070624.pdf</a>
- Whitehead, J. & Huxtable, M. (2024) <u>'Living Educational Theory Research as an Epistemology for Practice: The role of values in practitioners' professional development'</u>. London; Routledge.
- Whitehead, J. & Huxtable, M. (2024) Developing, Sustaining and Thriving Transformative Living Educational Theory Research and Practice in Challenging Times and Contexts. Accepted for publication in the Journal of Transformative Praxis on 26<sup>th</sup> September 2024